

Research on the Application of Online and Offline Mixed Teaching Mode of Marketing Course Based on the BOPPPS Model

Chih-Hsuan Huang¹, Li Li², Cuiyun Liu³, Jingyi Yao⁴, Xiumei Li⁵

^{1,2}Law & Business College of Hubei University of Economics, China

^{3,4,5}School of Business Administration, Hubei University of Economics, China

Received: 25 Nov 2022; Received in revised form: 16 Dec 2022; Accepted: 03 Jan 2023

©2023 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license
(<https://creativecommons.org/licenses/by/4.0/>)

Abstract

BOPPPS teaching fully integrates the advantages of online self-study and offline courses. This kind of teaching has been widely used in college education, and has proved to have a positive effect on improving students' ability to solve problems. It also has a significant effect on improving students' sense of self-efficacy, stimulating learning interest and improving their ability to learn independently in practice. During the implementation of the research, the team explored and practiced the online and offline mixed teaching mode of marketing course with the wisdom tree teaching platform, and built teaching resources for students to learn and discuss on their own, which is a reference for future online mixed teaching.

Keywords—BOPPPS model, College students, China, Online teaching

I. INTRODUCTION

The course of Marketing has been included in the 10 core professional courses of management in Chinese colleges and universities, and is a professional course that pays equal attention to practice and theory. In recent years, in the educational reform of colleges and universities in China, Marketing has been endowed with a variety of online or offline teaching forms, such as admiring lessons, flipped classroom, case teaching method, etc., but there is still a gap with the teaching mode of "student oriented, teacher led" (Fang, 2014; Pan, 2020). The BOPPPS (Bridge-In, Outcomes, Pre-assessment, Participatory Learning, Post-assessment, and Summary) teaching model emphasizes the student-centered teaching concept, and decomposes the classroom teaching process in a modular way to help improve students' learning enthusiasm and learning effect (Ma et al., 2021; Liu et al., 2022).

Under the trend of Internet of Things, educational informatization tools are becoming more and more abundant. Online courses are gradually applied to teaching, providing students with more diversified learning methods, and also providing broader ideas for the teaching reform of Marketing Course. There are still several questions to consider about online teaching, such as what is the effect and quality of online teaching? How to effectively connect online teaching and offline teaching? How to cultivate

students' comprehensive ability to solve problems and advanced thinking? The purpose of this research is to use the BOPPPS model to explore the construction of the online and offline mixed mode of Marketing Course and introduce six procedures of BOPPPS to promote students' comprehensive ability and advanced thinking to solve complex problems.

II. RESEARCH PROCEDURE

A survey on the attitude and cognition of college students towards BOPPPS teaching method was investigated. The main respondents are college students who take Marketing Courses in China. A sampling survey was conducted using an online questionnaire (Latkovikj and Popovska, 2020), consisting of four main aspects: personal, status of the online class, the perceptions toward BOPPPS model, and learning quality. A total of 144 valid questionnaires were collected.

III. RESULTS

According to the survey results, it was found that 64% of the students liked the BOPPPS teaching model. It can be concluded that most of the students are well adapted to this model and feel like it. This model is likely to continue to be implemented. 95.2% of the students believe that the

BOPPPS teaching mode can improve the teaching efficiency. It can be seen from it that the BOPPPS teaching mode is indeed more conducive to students' learning of university courses through the combination of online and offline.

In the classroom, students' favorite is video teaching, which accounts for 80.8% of the total. Therefore, we should use video to open the classroom and attract students' interest to a greater extent; Only 17.6% of students choose this teaching method when they are teachers, but we should not give up because of this. We can find the correct mode through many experiments to let students accept this method. So as to further improve the learning ability.

In the participatory teaching link, 72% of students' case analysis and situational experience are the most popular, which shows that this combination of professional knowledge and practice is very popular among students. The BOPPPS teaching mode improves students' ability to think deeply and apply in practice. 66.4% and 60.8% of the students thought that the way of immediate review, such as classroom question and answer and group discussion, could deepen students' memory and improve their learning effect. In the class of BOPPPS teaching mode, corresponding time should be set aside for students to review, digest and absorb knowledge.

Moreover, we found that online teaching also has the advantages of less time and space limitation, easy playback and review, timely real-time interactive feedback, and more convenient access to information. At the same time, it also has the disadvantages of insufficient learning atmosphere, poor network quality, easy external interference, no use of supporting teaching materials, and insufficient knowledge points. 79.12% of students tend to combine online and offline teaching methods after returning to college.

IV. DISCUSSION

Based on the research results, this study proposes the following suggestions to improve the teaching methods.

Building a student-centered teaching model

Teachers should pay more attention to students and adjust the teaching content timely. Students do not accept the existing teaching model, mainly because of the lack of cooperation with teachers, which makes it difficult for teachers to mobilize students' enthusiasm. This requires teachers to pay more attention to students, find students' interests, and let students have a deeper understanding of the BOPPPS teaching model through understanding students' needs and stimulating their interests. For students

at different grades, it is applicable to different training plans, and corresponding adjustments are made according to different states of students (Du, 2020).

Continue to build a mixed teaching mode

There is no universally recognized standard for the proportion, frequency and mode of use of traditional classroom teaching mode and online learning in a class. The key lies in the comprehensive consideration of teachers' teaching needs and students' needs, and the construction of complementary advantages between traditional classroom teaching and online learning based on the reasonable distribution of the two (Gibbons and Wentworth, 2001).

Summary of teaching double evaluation

The function of the summary stage should not only be limited to the consolidation and key induction of the teaching content, but also reflect the students' evaluation and teaching feedback on teachers' teaching, that is, in the summary stage, teachers and students, as the two main bodies of the whole teaching process, need to work together to complete the overall evaluation of the teaching content, teaching methods and teaching effects.

V. CONCLUSION

BOPPPS model teaching is student-centered, which fully arouses the enthusiasm of students; Combined with the online teaching platform, BOPPPS teaching method realizes the teaching links such as preview before class, test feedback during class, and homework after class. It not only overcomes the problem of untimely learning feedback, but also achieves the barrier free interaction and instant communication between teachers and students.

ACKNOWLEDGEMENTS

This study was supported by Hubei Higher Education at the provincial level teaching and research project (project number: 2021550)

REFERENCES

- [1] Fang, J. (2014). The development of MOOC and its challenge to traditional education. Journal of North China Institute of Science and Technology. vol. 11, no. 5, pp. 90-94.
- [2] Pan, Y. (2020). Research on the construction of golden course of online and offline mixed marketing course. E-Business Journal. vol. 4, pp. 95-96.
- [3] Ma, X., Ma, X., Li, L., Luo, X., Zhang, H., & Liu, Y. (2021). Effect of blended learning with BOPPPS model on Chinese student outcomes and perceptions in an introduction

course of health services management. *Advances in Physiology Education*. vol. 45, pp. 409-417.

[4] Liu, X. Y., Lu, C., Zhu, H., Wang, X., Jia, S., Zhang, Y., Wen, H., & Wang, Y. F. (2022). Assessment of the effectiveness of BOPPPS-based hybrid teaching model in physiology education. *BMC Medical Education*. vol. 22, no. 1, pp. 1-10.

[5] Latkovikj, M.T, & Popovska, M. B. (2020). Online research about online research: advantages and disadvantages. *E-methodology*. vol. 6, pp. 44-56.

[6] Du, Y. (2020). Study on Cultivating College Students' English Autonomous Learning Ability under the Flipped Classroom Model. *English Language Teaching*. vol. 13, no. 6, pp. 13-19.

[7] Gibbons, H. S., & Wentworth, G. P. (2001). Andrological and pedagogical training differences for online instructors. *Online Journal of Distance Learning Administration*. vol. 4, no. 3, pp. 1-5.